NAME

DATE

Grade 9- French II

J’ai faim!

40 Minutes

15 Students

Lesson 1

**Overview:**

Today’s lesson is designed to review the vocabulary relating to shopping and buying food and the culture of specialty grocery shops in France (*la boulangerie, la boucherie, etc*). At the beginning of the lesson, students will be asked to think of different food items one can buy at different French specialty shops. After generating a list on their own, they will compare answers with their partners and then share their answers with the class. Then the class will discuss the cultural importance of these shops in France and why they continue to exist with the advent of large supermarkets. Then students will play the game “Heads Up” using iPads and iPhones to review the vocabulary. Finally, students will be asked to evaluate their own readiness for the quiz on Friday.

**Central Focus:**

Students will apply cross cultural understanding of French and American cuisine and appropriate vocabulary to effectively communicate about food in French.

**Essential Question Answered:**

* How is life in France different from life in America?
* What words would I use to discuss food in French?

**ACTFL Standards:**

* *Standard 1.2: Students understand and interpret…spoken language on a variety of topics:* Students will comprehend language spoken by the teacher and their classmates throughout the lesson.
* *Standard 2.2 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied:* Students will demonstrate their understanding of the role of the specialty stores in France. (i.e. Fresh food is very important to the French, so they will go shopping every day.)
* *Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.* Students will compare grocery shopping in France to grocery shopping in America.

**Learning Objectives:**

* Students will be able to comprehend and produce vocabulary relating to food and French specialty food stores.
* Students will demonstrate understanding of the cultural differences between grocery shopping in America and grocery shopping in France.

**Assessment:**

* Informal- Students will demonstrate their comprehension and ability to produce the vocabulary during the anticipatory set and during the “Heads Up” activity.
* Informal- Students demonstrate their understanding of the cultural differences between grocery shopping in America and grocery shopping in France based on their responses shared with their partners and the class during the class discussion.

**Anticipatory Set: Think, Pair, Share**

Using a worksheet students will generate a list of food items in French sold at different types of specialty food stores (ex. La Boulangerie: le pain, la baguette, un croissant, etc.) Students will be given 3 minutes to do this by themselves. They will then be given 2 additional minutes to share and compare answers with their partners. Finally students will share their answers with the class.

**Sequence of Instruction and Language Tasks:**

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| --- | --- | --- | --- |
| Activity | Teacher | Student | Time |
| Anticipatory Set- Think, Pair, Share | -Greet class  -Pass out work sheet and explain instructions  -Answer questions and facilitate as student share answers | -Generate lists of foods  -Share with their partner and with the class | 8 |
| Class Discussion | -Use PowerPoint to prompt students to think about the differences between French and American culture as it relates to grocery shopping.  -Prompting questions: Ou faites-vous les courses ? Est-ce que vos parents font les courses chaque jour ? Généralement, qu’est-ce qu’il est important quand les français ou les américains font les course ? | -Compare French and American culture  -Students will be permitted to speak English when giving their responses but will hear the questions in French  -Respond to questions both with their partners and to the class | 8 |
| Head’s Up | -Explain directions for “Head’s Up” game using PowerPoint  -Circulate while students are playing to ensure engagement and success on all tasks.  -Model appropriate skills to facilitate students in accomplishing tasks  -Assess student’s performance and readiness for formal assessment | -Play “Head’s Up” game to demonstrate knowledge and understanding of vocabulary | 20 |
| Closure | -Ask students if they feel prepared to take the quiz and what they plan to study tonight.  -Prompt students to explain what is going to be on the quiz and what they are going to study  -Answer questions | -Self-assess to determine if they have feel ready for the quiz.  -Explain how/what they plan to study for the quiz | 5 |

**Instructional Resources and Materials**

-Worksheet for anticipatory set

-PowerPoint presentations and projector

-2 iPads and 2 iPhones with “Head’s Up” app and vocabulary words

**Rationale:**

This lesson gives students a chance to use knowledge they have learned over the past few days about how the French shop for food to make comparisons between French and American culture. The class discussion and prompts are designed to lead to students to engage in the higher order thinking skills of Bloom’s Taxonomy (1956); comparing, contrasting, and relating as part of the analyze level. These comparisons were also designed to allow students to develop deeper understanding and appreciation of French culture. According to Byram and Morgan (1994), language has no function independent of the cultural context in which it is used. Therefore, in this lesson, vocabulary instruction is being supplemented with instruction that leads students to develop their own cultural context in which to understand the vocabulary.

Furthermore, the use of the “Head’s Up” game draws on the theories of Krashen (1988). Reviewing the vocabulary in the form of a game and allowing students to work together in small groups will create a low anxiety environment. This will lower the affective filter and permit students to produce vocabulary comfortably at their own pace. Additionally, throughout the game students will be acting words out and thinking of synonyms and antonyms for target vocabulary. This will essentially allow students to create their own comprehensible input that they associate with the vocabulary words. For example, a student clucks and flaps their arms to get their partner to say *le poulet*. Now both students will associate the word *poulet* with the sounds and the body movements of a chicken. This will help students to produce the vocabulary in the future.

**References:**

Bloom, Benjamin S. *Taxonomy of Educational Objectives; the Classification of Educational Goals*. New York: Longmans, Green, 1956.

Byram, Michael, and Carol Morgan. *Teaching-and-Learning Language-and-Culture*. Clevedon: Multilingual Matters, 1994.

Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. New York: Prentice Hall, 1988.